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FRANÇAIS LANGUE SECONDE
FRENCH AS A SECOND LANGUAGE

LIVRET D'EXAMEN DES ÉLÈVES — NIVEAU DÉBUTANT

STUDENT TEST BOOKLET — BEGINNING LEVEL

«La vie scolaire et parascolaire/Life in and out of School»

Première partie/Part One

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FRANÇAIS LANGUE SECONDE

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(Test modèle conçu surtout en fonction d'élèves du niveau secondaire 2e cycle/
Model test designed principally for use with senior high school students)

ALBERTA EDUCATION
1994

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Dans le présent document, le générique masculin est utilisé sans aucune discrimination et uniquement dans le but d'alléger le texte.

Cette publication est destinée :

Élèves	√
Enseignant	
Administrateurs (directeurs, directeurs généraux)	
Parents	
Grand public	
Autres (à spécifier)	

This publication is for:

Students	√
Teachers	
Administrators (principals, superintendents)	
Parents	
General Public	
Others (specify)	

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Test modèle de français langue seconde/ French as a Second Language Model Test Niveau Débutant/Beginning Level

GENERAL INSTRUCTIONS/OBSERVATIONS

(The teacher/test administrator will review these general instructions/observations with students before the test begins.)

- The test you are going to take is based on the French as a Second Language Program of Studies, **Beginning** Level (1991). Its general and specific learner expectations are different from those of the previous program (1980). For this reason, some questions in this test will invite you to complete tasks which are perhaps new to you. For example, not all answers are readily apparent in oral passages you will hear or texts you will read; you will need to infer answers sometimes or to bring your general knowledge about various aspects of life (e.g., mathematical, literary, etc.) to the test situation. Please note too that the test samples a range of situations you may have encountered in related fields of experience introduced in your program. There is also considerable integration among the language skills and the program components being tested.

- In this test, you are asked to answer all of the questions to the best of your ability.

- The test has four (4) sections: listening comprehension, reading comprehension, written expression and oral production (speaking). In today's part of the test, you will complete only the parts dealing with listening (25 percent), reading (25 percent) and writing (25 percent). You will complete the section on speaking (an interview) at a separate time (25 percent).

- You will have ninety (90) minutes to complete this part of the test. Each section (listening, reading, writing) should take you about thirty (30) minutes; so pace yourself accordingly. Your teacher/test administrator also will assist you in pacing yourself with the test. Please respect the thirty-minute time allotments per section.

- In the first section on listening comprehension, listen carefully to the tape. You will hear the instructions in French orally, but they also appear in English in your *Student Test Booklet*. You will normally hear each listening passage once and then you will answer.

- After the listening section, you will complete the reading and writing sections.

- **Please mark all your responses on the attached *Student Response Booklet*, not in your *Student Test Booklet*.**

- Good luck!

Première partie/Part One

Section A : Compréhension orale/Listening Comprehension

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https://archive.org/details/franaislanguesec00albe_4

SECTION A : COMPRÉHENSION ORALE/LISTENING COMPREHENSION

#0 (Example)

Experience: Listening to someone describe the weather and cultural events.

Situation/Context: Your Québécois student exchange partner has sent you an audio letter to describe what is happening in Quebec right now. He has also sent you some photos.

Communicative Task: Listening to an audio letter to determine the season being described by your student exchange partner.

Instructions: Look at the photographs below. Listen to the description given by your student exchange partner. Circle the letter of the photograph that corresponds to the season described by him.

Illustration :

a

b

c

Réponse : La photo qui représente la saison décrite est :

a
(b)
c

#1-2

Experience: Listening to a P.A. announcement.

Situation/Context: Your French Club has just had a raffle to raise funds for the club and you bought some tickets. Over the P.A. system, the president of the club reads out the number of the winning ticket.

Communicative Task: Listening to a message to determine if you have the winning ticket.

Instructions: Here are your tickets. Write down the number read by the announcer. Then decide if you have the winning number.

Club de français Prix : Un baladeur Sony Prix du billet : 1 $ **N° 060**	Club de français Prix : Un baladeur Sony Prix du billet : 1 $ **N° 087**

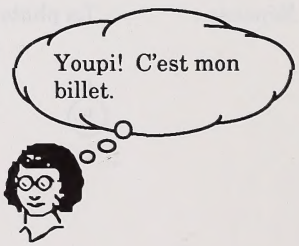
Club de français
Prix : Un baladeur Sony
Prix du billet : 1 $
N° 097

1. Numéro donné _____

2. Coche (√) ta pensée.

a) ☐

b) ☐



#3

Experience: Listening to a description about someone.

Situation/Context: You are working on the French language section of your school's newspaper and you realize that the photographer forgot to tell you which photograph is to be used on the sports page. The editor informs you that the photographer left a message on the school's answering machine.

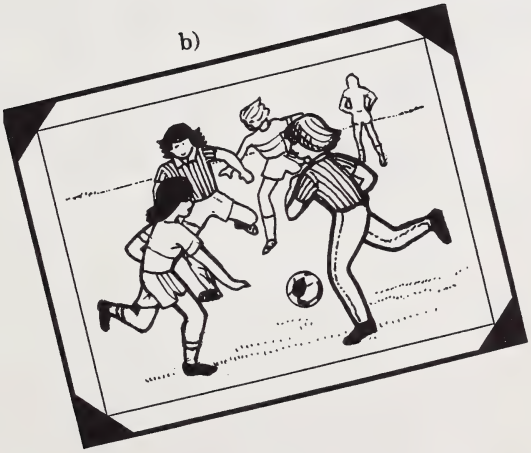
Communicative Task: Listening to a recorded message in order to be able to identify the correct photograph.

Instructions: Look at the photographs below. Listen to the description left on the answering machine and circle the letter of the photograph which best matches the description you heard.

3.

a)

b)



c)

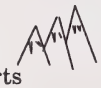
#4-10

Experience: Listening to a weather report in order to make a decision.

Situation/Context: You and your classmates are planning on going to Bonnyville tomorrow by bus. Since the weather is so variable at this time of the year and can affect the highway conditions, you decide to listen to the weather report.

Communicative Task: Listening to the weather report in order to determine if the weather will affect the trip.

Instructions: Listen to the weather report. For each region of Alberta, draw the weather conditions being described and write down the temperature, if it was mentioned. Use the legend to help you.

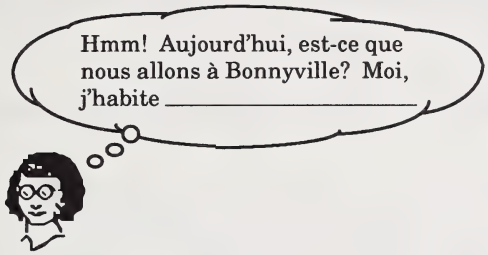
	Région de la province	**Conditions météorologiques**	**Température**
p. ex. :	*Lethbridge et le sud*		*2 °C*
4.	Calgary		
5.	Montagnes et contreforts 		
6.	Centre de la province et Edmonton		
7.	Nord de l'Alberta		

Légende :

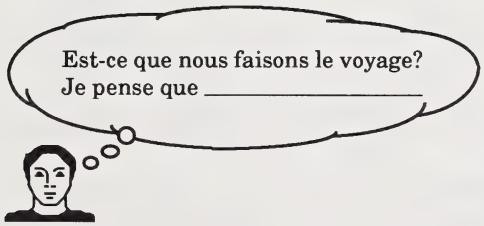
nuages	soleil	pluie	neige	chinooks

Situation/Context: Today is the day you are actually going to leave for your trip to Bonnyville. The weather turned out exactly as predicted in the forecast.

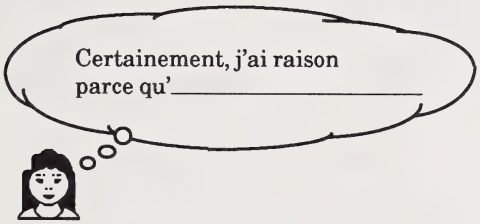
Instructions: Use the information in the table on page 6 as it relates to where you live to help you make some decisions. Circle the letter which best completes your thoughts.

8. 

a) à Calgary
b) à Edmonton
c) à Lethbridge
d) au nord
e) au centre de la province
f) au sud
g) dans les montagnes ou dans les contreforts

9. 

a) oui
b) non

10. 

a) il y a des nuages.
b) il pleut chez nous.
c) il neige chez nous.
d) il fait soleil chez nous.
e) il y a des chinooks chez nous.

#11-12

Experience: Listening to a recorded message in order to leave a message for someone.

Situation/Context: You have just come home from school and you notice the light flashing on your answering machine. You listen to the message and you leave the information for your parent(s) because you have a practice to go to. Your friend is waiting for you in the car, so you have to hurry.

Communicative Task: Listening to a telephone message from the school in order to leave a message for your parent(s).

Instructions: Read messages a, b and c. Listen to the answering machine message. Circle the letter which best corresponds to the message that you will probably leave your parent(s), knowing that you have just a couple of minutes to write something down.

11.

a)

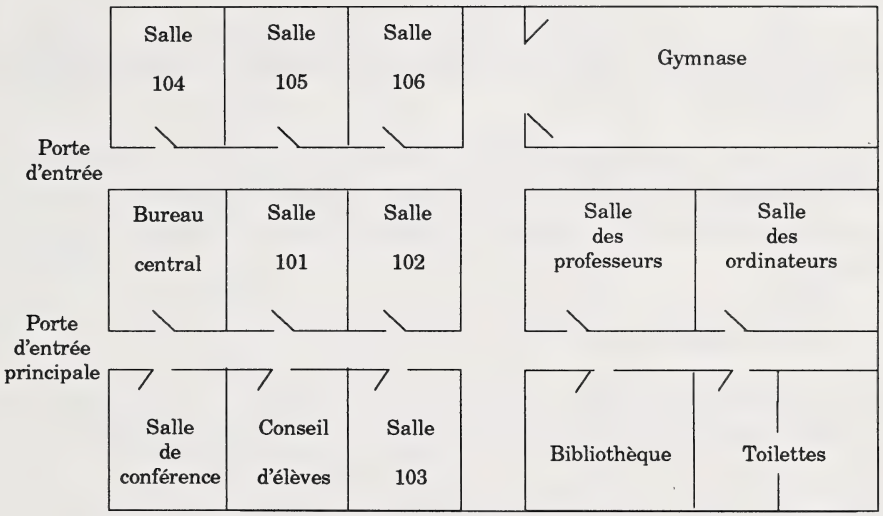
b)

c)

Situation/Context: After leaving your message, you decide to pull a copy of your school map from the meeting agenda to indicate to your parent(s) how to get to the meeting.

Instructions: Use the message you left your parent(s) to draw the route needed to get to the meeting without any problems.

12.



1er étage

École Marie-Anne Gaboury

#13-15

Experience: Listening to a recorded message.

Situation/Context: The school cafeteria has decided to allow teachers, students and community residents to leave their lunch orders pre-recorded so that the cafeteria can function more efficiently. Today, it's your turn to take the orders.

Communicative Task: Listening to a recorded message in order to take down meal orders for students, teachers or community residents.

Instructions: Listen to the messages. Check (√) off the information that is given and fill in the name of the person on the form. Also indicate if the order is to be delivered and where, or whether it is to be picked up. The first order has been done for you. You will hear it first as an example. Remember, check (√) only the food items or drinks ordered.

13. *p. ex. :*

Cafétéria Avant-garde

Nom : Jean-Pierre Lacordière

Où livrer? Salle 324

Pour emporter? _____

Commande :			
Sandwich		Hamburger	
Sous-marin	√	Hot-dog	√
Frites		Pizza	
Salade		Soupe du jour	√
Breuvage :			
Café		Coca-cola	√
Thé		Lait	
Dessert :			
Tarte au sucre		Banane	
		Pouding	√

a)

Cafétéria Avant-garde

Nom : _____

Où livrer? _____

Pour emporter? _____

Commande :	
Sandwich	Hamburger
Sous-marin	Hot-dog
Frites	Pizza
Salade	Soupe du jour
Breuvage :	
Café	Coca-cola
Thé	Lait
Dessert :	
Tarte au sucre	Banane
	Pouding

b)

Cafétéria Avant-garde

Nom : _____

Où livrer? _____

Pour emporter? _____

Commande :	
Sandwich	Hamburger
Sous-marin	Hot-dog
Frites	Pizza
Salade	Soupe du jour
Breuvage :	
Café	Coca-cola
Thé	Lait
Dessert :	
Tarte au sucre	Banane
	Pouding

Situation/Context: As part of Health Awareness Week, those of you working in the cafeteria have made it your goal to promote good eating habits by congratulating your customers for choosing a healthy meal.

Communicative Task: Deciding if a person has chosen a well-balanced meal based on the information given so as to reinforce his/her eating habits.

Instructions: Check (√) off the name of the person who has ordered the most nutritious meal. Then, indicate why.

14. ☐ M. Létourneau
    ☐ Jean-Pierre Lacordière
    ☐ Mme Lemaigre

15. Justifie ta réponse. Parce que la personne a commandé _____.
    (Information requise par le Comité de Bonne Santé.)

FIN DE LA SECTION SUR LA COMPRÉHENSION ORALE/
END OF LISTENING COMPREHENSION SECTION

Première partie/Part One

Section B : Compréhension écrite/Reading Comprehension

SECTION B : COMPRÉHENSION ÉCRITE/READING COMPREHENSION

#16

Experience: Determining a healthy food list.

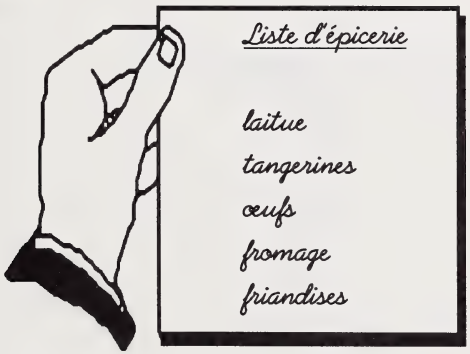
Situation/Context: Your home economics teacher is very conscientious about good eating habits, always taking care to balance food choices. Before going to the grocery store with the class, a list of food items which are to be purchased is distributed. A food item has deliberately been added which should not appear on the list.

Communicative Task: Comprehending the teacher's proposed written list to determine what item needs to be deleted.

Instructions: Read the list. Circle the item which the teacher should not have included on the shopping list.

Directives : Lis la liste. Encercle l'article que ton enseignant/enseignante ne doit pas inclure dans sa liste d'épicerie.

16.



#17

Experience: Reading to determine the appropriate choice of ending to an informal letter.

Situation/Context: Having exchanged audio letters earlier, your Québécois student exchange partner has sent you a follow-up written letter. Someone has played a trick on you and has changed the ending in this letter. You have to figure out which one really is from Jean-Paul Bertrand.

Communicative Task: Reading the endings of three informal written letters and determining which one would most likely be sent by a Québécois student exchange partner.

Instructions: Read the endings of the three letters. Circle the letter which best represents the ending Jean-Paul Bertrand would write.

Directives : Lis les trois fins de lettres. Encercle la lettre qui représente le mieux la fin de lettre de Jean-Paul Bertrand.

17. a)

Chicoutimi, Québec
le 12 mars 1994

Cher(chère) amie),

_____
_____
_____
_____
_____
_____
_____
_____

Meilleurs voeux,
Jean-Paul Bertrand

b)

Chicoutimi, Québec
le 12 mars 1994

Cher(chère) amie),

_____
_____
_____
_____
_____
_____
_____
_____

Amicalement,
Jean-Paul Bertrand

c)

Chicoutimi, Québec
le 12 mars 1994

Cher(chère) ami(e),

Agréez, cher(chère) ami(e),
l'expression de mes meilleurs
sentiments.
Jean-Paul Bertrand

#18

Experience: Filling out a subscription form.

Situation/Context: Your school Radio Club is interested in obtaining more information on rock singers like Céline Dion and Roch Voisine. You decide to subscribe to a French magazine to obtain this information.

Communicative Task: Filling out a subscription form by providing information for subscription purposes.

Instructions: Consult the "Subscription Rates" for pertinent information. Then, choose the name of a French magazine that you want to subscribe to. Next, fill out the subscription form providing personal information and any other information which is required.

Directives : Consulte le «Tarif Abonnement» pour des renseignements pertinents. Premièrement, tu dois choisir le nom du magazine. Ensuite, remplis la formule d'abonnement en donnant des renseignemens personnels. Puis, ajoute d'autres renseignements requis.

Tarif Abonnement

Nous vous offrons toute une gamme d'excellents magazines pour la jeunesse. Abonnez-vous à un des magazines de la liste suivante :

Châtelaine	*L'express*	*Vidéo-presse*	*L'actualité*	*Elle*
		6 mois **6 numéros**	**1 an** **12 numéros**	**2 ans** **24 numéros**
CANADA		18 $	30,50 $	45 $
BELGIQUE			610 FB	900 FB
FRANCE			ff 150	ff 250

- Si vous habitez au Canada, veuillez ajouter la T.P.S. (7%). Dépendant de votre province de résidence (Québec, Ontario, Nouveau-Brunswick, etc.), incluez aussi la taxe de vente provinciale.
- Veuillez indiquer sur la formule d'abonnement votre **mode de paiement : chèque, mandat postal, carte de crédit.**
- Avertissement : Ne pas envoyer d'argent par la poste.

18.

JE DÉSIRE M'ABONNER À _____

Je désire m'abonner pour une durée de :

☐ 6 mois ☐ 1 an ☐ 2 ans Au prix de : _____
Veuillez faire le calcul pour la T.P.S. (7%, et autres taxes provinciales applicables)

M.
Mme
Mlle
Nom _____

Adresse _____ App. _____

Ville _____ Prov. _____ Code postal _____

Téléphone (____) _____

Mode de paiement : _____

Carte de crédit ☐ Visa ☐ Mastercard Échéance Mois ____ / Année ____

N° _____

_____

Signature obligatoire (assure la validité de votre commande)

Je veux que mon nom soit ajouté aux listes d'abonnés d'autres entreprises de bonne réputation. Veuillez cocher (√) la case appropriée : ☐ oui ☐ non

Pour nous aider à mieux répondre à vos besoins, veuillez indiquer, s'il vous plaît, vos activités ou intérêts préférés.

J'aime : *(p. ex. : la cuisine française / préparer la cuisine française)*

1. _____

2. _____

3. _____

#19-20

Experience: Figuring out picture puzzles.

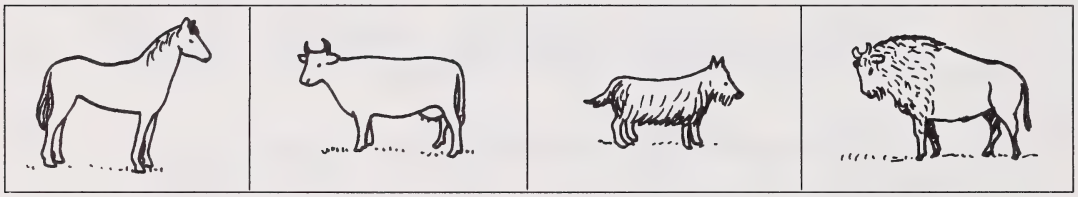
Situation/Context: The school newspaper has a section reserved for picture puzzles in French. Here are the puzzles of the week which appeared in last week's issue. Remember, there's a prize for the correct answers!

Communicative Task: Comprehending given written clues to associate the description with the correct pictures.

Instructions: Here are the descriptions. Circle the letter of the illustration which corresponds to the description.

Directives : Voici les descriptions. Encercle la lettre de l'illustration qui correspond à la description.

19. La visite à la ferme nous prouve que le tracteur ne remplace pas cet animal. Pendant le temps des fêtes ou le temps des sucres, au Québec comme en Alberta, les gens aiment se faire tirer par cet animal. Il peut aussi nous promener dans des chemins trop étroits et où il y a trop de neige pour un tracteur.



a) b) c) d)

20. Participaction Canada nous montre toutes sortes d'activités qu'on peut faire dans ce pays. En Alberta, près des Rocheuses, on a du plaisir à faire cette activité. Pour y participer, il faut avoir du courage, ne pas avoir peur de descendre tout le temps des pentes, et bien aimer la neige.

a) b) c) d)

#21-26

Experience: Using a tourist brochure to obtain information.

Situation/Context: It's near the end of the week of your student exchange in Québec City and you would like to see just a few more things. The night before, you look through a brochure that your exhange partner gave you. You have to decide what you can and cannot do. Remember, you have just 5 hours left and $25.00 to spend.

Communicative Task: Understanding information in a brochure so as to be able to make decisions regarding the activities you can or cannot do, based on the circumstances.

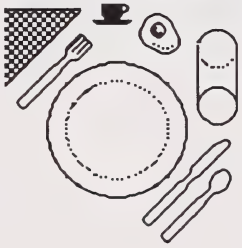
Instructions: Read the tourist brochure provided on the following page. Using the information given in the brochure, circle the letter of the bubble which best represents your answer.

Directives : Lis la brochure touristique. Remplis les bulles avec tes pensées en employant les renseignements donnés dans la brochure touristique. Encercle la lettre correspondante à tes pensées, basées sur les renseignements.

Notre ville photogénique t'invite à découvrir...

Le Vieux-Québec

Le cœur du Québec, c'est sa capitale et le cœur de la capitale, c'est le Vieux-Québec. Cet ancien quartier entouré de murs est tout à fait spécial. On y trouve musées, logements, bistros, boutiques, restaurants, activités artistiques. Un coin de la ville où on se promène à sa guise et à ne pas manquer!
Heures : 24 heures tous les jours (restaurants/ bistros, 8 h - 2 h du matin)
Entrée libre



La Citadelle

Près des Plaines d'Abraham et à courte distance des hôtels du centre-ville. Il faut visiter la Citadelle si l'histoire vous intéresse.
Heures : Tous les jours, sauf le mardi, 10 h - 16 h
Entrée libre

Nos Calèches

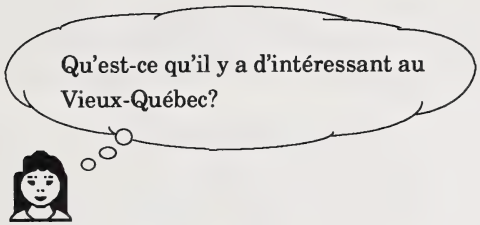
Dans le bon vieux temps, les Québécois se promenaient en calèche dans les rues de Québec. Si on fait un tour en calèche, on fait un retour dans le passé, mais on observe en même temps le déroulement d'une scène dynamique qu'est la ville de Québec d'aujourd'hui. Tour comprend haute-ville et basse-ville, ou haute-ville seulement (pour un tarif réduit).
Heures : Tous les jours, 8 h - 24 h
Départ : Entrée principale, Château Frontenac
Coût : 20 $ CAN/demi-heure

Nos Minibus touristiques

Un endroit enchanteur situé près du centre-ville, c'est les Plaines d'Abraham. Grands espaces ouverts avec vue splendide qui donne sur le fleuve Saint-Laurent. Les minibus touristique font le tour quotidiennement entre début mai et fin septembre.
Heures : Tous les jours, 8 h - 20
Départ : Citadelle
Coût : 20 $ (adultes)
15 $ (enfants, étudiants, âge d'or)
(Tour d'une heure)

Tourisme Québec - «Viens y prendre des photos!»

21.

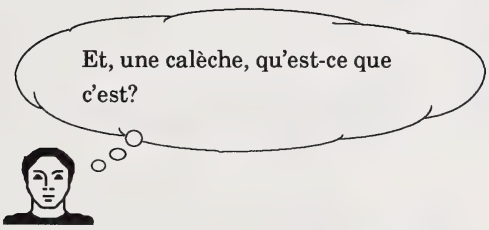


a) Il y a des endroits historiques.

b) Il y a des activités sportives.

c) Il y a une école des beaux-arts.

22.

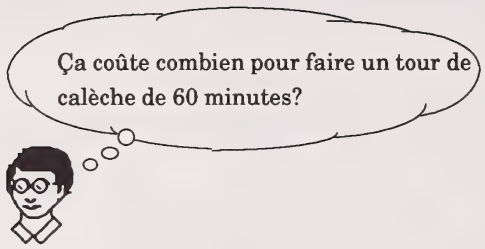


a) C'est une auto de location.

b) C'est un carrosse ouvert, avec des sièges, tiré par un cheval.

c) C'est un autobus touristique.

23.

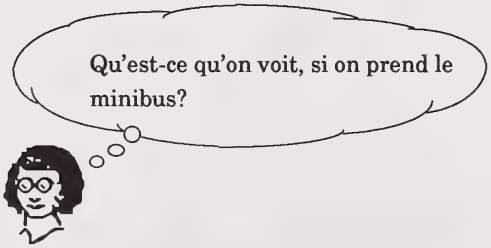


a) 30 $ CAN

b) 20 $ CAN

c) 40 $ CAN

24.



a) Des calèches.

b) La même vue que celle qu'on voit de la Citadelle.

c) Les Plaines d'Abraham et le fleuve Saint-Laurent.

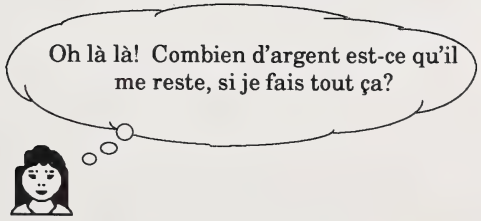
Instructions: Plan your activities for tomorrow using the tourist brochure. Remember that you have just 5 hours to do everything you want to do and only $25.00 to spend. Also, don't forget that there is a dinner planned for 6:00 p.m. After you have made your plans, figure out how much money you will have left over.

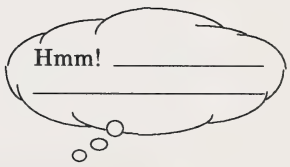
Directives : Planifie tes projets pour demain en employant la brochure touristique. Rappelle-toi que tu as seulement 5 heures pour faire tout ce que tu veux et que tu as 25 $ à dépenser. Il y a aussi un souper à 18 h. Ensuite, calcule combien d'argent il te reste si tu fais tout ça.

25.

Mai 1994 *Mercredi*		*Mai 1994* *Mercredi*	
9 h	_____	15 h	_____
10 h	_____	16 h	_____
11 h	_____	17 h	_____
12 h	_____	18 h	Souper à l'hôtel
13 h	_____	19 h	_____
14 h	_____	20 h	_____

26.





FIN DE LA SECTION SUR LA COMPRÉHENSION ÉCRITE/
END OF READING COMPREHENSION SECTION

Première partie/Part One

Section C : Production écrite/Written Production

#27

Experience: Writing a postcard.

Situation/Context: You have just gone to the famous Montréal restaurant «Les filles du roi» with your exchange partner's family. You enjoyed the meal so much that you decide to tell your parent(s) about your experience.

Communicative Task: Writing a postcard to inform your parent(s) about your restaurant experience.

Instructions: Fill in the blanks provided with the names of five dishes you would find on a Québécois restaurant menu. At least two of these items must be traditional Québécois dishes.

Directives : Remplis les blancs avec les noms de 5 plats que tu peux trouver sur le menu d'un restaurant québécois. Au moins 2 de ces plats doivent être des plats traditionnels du Québec.

27.

Les filles du roi, Montréal, Québec

Cher papa, chère maman,

Je veux vous parler de mon expérience au restaurant «Les filles du roi». Nous avons mangé des choses extraordinaires. Par exemple, il y a du pain de campagne, _____,

_____, _____,

_____, *et* _____.

Le restaurant est absolument magnifique! . . .

Timbre ici

Maman, Papa
123, Place Soleil
Edmonton, Alberta
T1B 2C3

#28

Experience: Writing a poem for a contest.

Situation/Context: Your French Club is having a contest to see who can come up with the most original description. You decide to enter the contest.

Communicative Task: Writing a simple poem to describe a well known Francophone from the past or the present.

Instructions: Choose the name of a well known Francophone from the past or the present. Then, using the letters of the person's name, create a poem choosing adjectives or phrases that best describe this person as in the examples.

For example: *Qui est-ce?*

	Céline Dion	*Mario Lemieux*
	Chanteuse	Marque des buts
	Élégante	Athlète
OriginaLe		JoueuR de hockey
	Incroyable	Inoubliable
	Noble	Oh là là
	Énergique	

Directives : Choisis le nom d'un(e) francophone bien connu(e) du présent ou du passé. Ensuite, compose un poème qui décrit cette personne en employant les lettres de son prénom. Enfin, choisis des adjectifs ou des phrases comme dans les exemples ci-haut.

28. Qui est-ce? _____

#29

Experience: Creating publicity for a school event.

Situation/Context: The French Club annually hosts a Francophone show at your school. As a club member, you've "been volunteered" to prepare publicity posters for the school and your community.

Communicative Task: Writing a publicity poster to invite people to attend a Francophone show.

Instructions: On your poster, provide the following information: place, time, date, price of the ticket, type of show, name of the Francophone person or group and a sentence which persuades community members to attend the event. Use the checklist to verify if you have included all the items mentioned above.

Directives : Sur l'affiche, donne les renseignements suivants : endroit, heure, date, prix du billet, type de spectacle, nom du personnage ou du groupe francophone, et une phrase qui persuade la communauté d'assister à l'événement. Emploie la liste de contrôle pour vérifier que tu as inclus tous les renseignements indiqués ci-haut.

29.

Liste de contrôle pour l'élève

1. J'ai préparé mon affiche en décrivant :

   - ❑ une raison pour convaincre les personnes d'assister à l'événement (comm./lang.).
   - ❑ prix du billet (comm./lang.).
   - ❑ l'événement (comm./lang.).
   - ❑ la date (comm./lang.).
   - ❑ l'heure (comm./lang.).
   - ❑ un artiste/groupe artistique francophone (cul.).

2. J'ai :

   - ❑ vérifié que mon message est complet (comm.).
   - ❑ bien écrit le symbole monétaire (cul.).
   - ❑ bien épelé mes mots (lang.).
   - ❑ bien utilisé les verbes employés dans mon message (lang.).
   - ❑ employé un format approprié à une affiche publicitaire (f.l.g.).

Student Checklist

1. I have prepared my poster providing:

   - ❑ a reason that will convince people to come to the event (comm./lang.).
   - ❑ the price of the ticket (comm./lang.).
   - ❑ information about the type of event being publicized (comm./lang.).
   - ❑ the date (comm./lang.).
   - ❑ the time (comm./lang.).
   - ❑ the name of the Francophone performer or performing group (cul.).

2. I have:

   - ❑ ensured that my message is complete (comm.).
   - ❑ correctly written the monetary symbol (cul.).
   - ❑ correctly spelled my words (lang.).
   - ❑ employed the correct form of the verbs used in my poster (lang.).
   - ❑ used a format appropriate to a publicity poster (g.l.e.).

Remember to use this checklist to check your work.

FIN DE LA SECTION SUR LA PRODUCTION ÉCRITE/ END OF WRITTEN PRODUCTION SECTION

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